

KDE

Demographic Survey of the Primary Program 1998-2005

Statewide Summary Data/ Comparison Data

(757/757 schools reporting –100%)

*1. How many primary (K-3) children does your school currently serve?

Primary	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Entry Level	48,516	48,064	48,053	47,868	48,630	51,999	47,544
Primary	157,655	156,100	153,306	151,430	150,423	141,804	140,590
Total	206,171	204,164	201,359	199,298	199,053	193,803	188,134

*2. What number of students in your school, who are exiting primary in May 2005, have taken more than four years to complete the “primary program”?

98-99	99-00	00-01	01-02	02-03	03-04	04-05
5,564	4,745	5,601	6,093	5,725	5,762	5,705

*3. What number of students currently in the fourth year of primary, will need to attend the primary program for a fifth year?

01-02	02-03	03-04	04-05
3,585	3,603	3,403	3,088

*4. Please choose one option below that best describes your school’s OVERALL primary program structure/organization:

Primary Program Structure	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Four Year Age Spans (5-8 year olds grouped together)	2%	1%	1%	1%	2%	2%	14/757 2%
Three Year Age Spans (6-8 year olds grouped together - part-time inclusion of 5-year-olds)	3%	2%	2%	2%	3%	2%	8/757 1%
Dual Age Spans with full inclusion of 5-year-olds	18%	12%	12%	9%	12%	12%	70/757 9%
Dual Age Spans with partial inclusion of 5-year olds	--	--	--	--	--	--	60/757 8%
Dual Age Spans with separate primary classes for 5-year-olds	26%	21%	22%	20%	23%	20%	122/757 16%
Dual Age Spans with separate primary classes for 5-year-olds and exit level students	--	6%	6%	7%	7%	5%	50/757 7%
Predominantly Single Age Groupings	24%	32%	42%	48%	47%	45%	404/757 53%
Looping practices (teachers keep the same students for more than one year)	--	38%	36%	3%	4%	4%	29/757 4%

* All schools serving primary students are required to answer questions 1-4.

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5. How much planning time was provided for primary teachers during the 2004-2005 school year?

Planning Time Allotted	01-02	02-03	03-04	04-05
Less than 15 min. a day	3%	5%	5%	2/757 1%
30 min. a day	25%	20%	10%	111/757 15%
45 min. a day	51%	50%	55%	433/757 57%
60 min. a day	18%	20%	25%	183/757 24%
110 min. a day	--	--	--	1/757 1%
No Response	--	--	--	11/757 2%

6. To what extent was common planning time for teams/clusters of primary teachers made available?

Common Planning Time	00-01	01-02	02-03	03-04	04-05
Bi-weekly	2%	3%	4%	5%	47/757 6%
Monthly	6%	11%	8%	4%	32/757 4%
Weekly	31%	34%	27%	26%	189/757 25%
Daily	40%	46%	62%	56%	427/757 56%
None	--	--	--	--	41/757 5%
No Response	--	--	--	--	21/757 4%

7. Did your school district provide time in the 2004-2005 school calendar for parent-teacher conferences?

	YES	NO	No Response
98-99	66%	34%	--
99-00	53%	47%	--
00-01	56%	43%	--
01-02	58%	36%	--
02-03	62%	38%	--
03-04	63%	37%	--
04-05	476/757 63%	271/757 36%	10/757 1%

8. Identify strategies/activities used to ensure successful transition of all students, preschool to primary, primary to intermediate?

Transition	01-02	02-03	03-04	04-05
Home visit/s	50%	57%	60%	506/757 67%
Parent surveys	60%	56%	54%	424/757 56%

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Registration days	83%	85%	84%	651/757 86%
Parent orientation	75%	80%	80%	633/757 84%
Student classroom visit/s	72%	79%	82%	621/757 82%
Official transition policy/plan	17%	20%	27%	227/757 30%
Parent/child/teacher conferences	64%	73%	82%	677/757 89%
Vertical/horizontal teacher collaboration	64%	78%	75%	577/757 76%
Information packet sent to student and parents	68%	76%	82%	672/757 89%

9. The resources, organization and instructional practices in your primary reading program should be developmentally appropriate and should ensure continuous progress. Rank each response in each category from most frequently used (1) to least used (3) to support your primary reading program.

*Each percentage below represents the number of responses given out of 742 schools (15 schools did not report on this question).

A. Resources	1	2	3	B. Organization	1	2	3	C. Instructional Practices	1	2	3
Basal texts	290 39%	240 32%	221 29%	Whole Group	145 30%	151 20%	446 60%	Literacy centers	193 26%	245 33%	304 41%
Leveled texts/trade books	424 57%	232 31%	87 12%	Small ability group	246 33%	343 46%	153 21%	Basal materials (workbooks, worksheets, tests)	140 19%	256 35%	346 46%
Computer software programs	29 4%	279 38%	435 58%	Flexible groups	351 47%	248 33%	143 20%	Direct Instruction	409 55%	241 33%	92 12%

10. Rank each component of your literacy program from 1-6, with 1 being the most emphasized area of instruction and 6 being the least emphasized area of instruction for primary age students.

*Each percentage below represents the number of responses given out of 740 schools (17 schools did not report this category).

Literacy Component	1	2	3	4	5	6
Writing	16 2%	24 3%	81 11%	101 14%	148 20%	370 50%
Phonemic awareness	231 31%	186 25%	83 11%	87 12%	71 10%	82 11%
Phonics	209 28%	285 39%	72 10%	63 9%	70 9%	41 5%
Fluency	31 4%	75 10%	121 16%	158 22%	188 25%	167 23%
Vocabulary	38 6%	740 12%	228 31%	158 21%	164 22%	62 8%
Comprehension	215 29%	80 11%	155 21%	173 23%	99 13%	18 2%

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11. How much time is scheduled for the protected, dedicated reading instruction block?

Reading	04-05
Less than 15 min. a day	1/757 1%
30 min. a day	7/757 1%
45 min. a day	23/757 2%
60 min. a day	147/757 20%
90 min. a day	332/757 44%
110 min. a day	237/757 31%
No Response	10/757 1%

12. How much time is scheduled for daily mathematics instruction?

Mathematics	04-05
Less than 15 min. a day	0/757 0%
30 min. a day	13/757 1%
45 min. a day	111/757 15%
60 min. a day	512/757 68%
90 min. a day	84/757 11%
110 min. a day	17/757 2%
No Response	20/757 3%

13. Identify the assessment strategies used in your primary READING program that support continuous progress.

Informal Assessment Strategies	04-05
Open Response	686/757 91%
KY Marker Papers	389/757 57%
Running Records	599/757 79%
Journals/dialogue journal	554/757 73%
Anecdotal records	658/757 87%
Parent surveys	293/757 39%

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Rubrics	672/757 89%
Formal standardized assessments	642/757 85%

14. Identify the assessment strategies used in your primary MATHEMATICS program that support continuous progress.

Informal Assessment Strategies	04-05
Open Response	673/757 89%
Technology	636/757 84%
Journals/dialogue journal	312/757 41%
Anecdotal records	544/757 72%
Manipulatives	719/757 95%
Parent surveys	196/757 26%
Formal standardized assessments	539/757 71%

15. Choose one option that describes your school's intervention services for students who are struggling in reading.

Intervention Services	04-05
One-one-one with highly trained teacher	141/757 19%
One-on-one in classroom setting by the teacher	38/757 5%
Small group (3-5) in classroom setting with instructional assistant or teacher	366/757 48%
Small group pullout with a highly trained teacher	196/757 26%
No Intervention Services	4/757 1%
No Response	12/757 1%

16. Choose one option that describes your school's intervention services for students who are struggling in mathematics.

Intervention Services	04-05
One-one-one with highly trained teacher	41/757 6%
One-on-one in classroom setting by the teacher	109/757 14%
Small group (3-5) in classroom setting with instructional assistant or teacher	434/757 57%
Small group pullout with a highly trained teacher	79/757 10%
No Intervention Services	79/757 10%
No Response	15/757 3%

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